

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDMI 544 Middle Level Social Studies
Course Number 21324
Woodland Park Middle School, Arranged
Spring 2011**

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

Focuses on developing an understanding of theory, methodology, and assessment of social studies in integrated and inclusive elementary and middle level classrooms. This course is aligned with California's SB 2042 Standards.

Course Prerequisite

Admission to the Middle Level Teacher Education Program.

Course Objectives

As a result of this course, you will be able to:

- apply the California History/Social Science Framework (Standards), and related documents to the classroom experience;
- understand the value of incorporating primary source materials and service learning into social studies instruction;
- become aware of the multitude of community and internet resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
- design lessons / units that are grade level and developmentally appropriate, that utilize primary source materials, that infuse a multicultural/lingual perspective, and that address the needs of diverse learners;
- design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation;
- more deeply appreciate the social sciences and history as a field of study.

Texts

Required:

State of California. *Curriculum Framework for History/Social Science K-12* (online at the California Department of Education website, <http://www.cde.ca.gov/be/st/fr/>)
Powell, S. (2005). *Introduction to Middle School*. Upper Saddle River, NJ: Merrill Prentice Hall.
Rethinking Schools. (2001). *Rethinking our Classrooms: Teaching for Equity and Justice: Vol. 2*. Milwaukee, WI: Rethinking Schools.

Additional readings as assigned, available on Cougar Courses or online.

Recommended:

Vatterott, C. (2009). *Rethinking Homework: Best Practices that Support Diverse Needs*. Alexandria, VA: ASCD. ISBN 978-1-4166-0825-7.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 2002)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

California Teacher Performance Assessment (CalTPA)

All California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

TPA support materials can be found on the COE website provided at the website provided: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

In this course, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

The following assignments are evaluated in EDM I 544:

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
1. Internet Sites	20	Feb. 16
2. Literature Connection	20	Feb. 25
3. Service Learning Strand	25	Mar. 18
4. Social Studies Lesson Plan	25	Mar. 18
5. Participation with Self-Assessment	10	Mar. 18

Unit of Study

Various Dates

You and two or three partners will create an integrated science and social studies unit. Four parts will be evaluated for your EDM I 544 grade. These are due throughout the semester.

Assignment 1: Internet Sites: *Individually*, describe and evaluate ten internet sites that will be valuable to you and your students in this unit. At least two must be professional sites (for teacher use only). At least five will be for your students' use in your unit plan. The remaining three may be for teacher and/or student use. All must be connected to your unit plan. See details in Internet Sites assignment below. (20 points, **Due Feb. 16** in class and on Cougar Courses.)

Assignment 2: Literature Connection: *Individually*, you will choose a piece of literature that connects to the social studies content in your unit. See details in Literature Connection assignment below. (20 points, **Due Feb 25** in class and on Cougar Courses.)

Assignment 3: Service Learning Strand: *Collectively*, you and your partners will create a service learning strand for the unit. This strand will include four components: Preparation, Service, Reflection, and Celebration. Details of these components are in Fertman, White and White ("Elements of Service Learning") on the Cougar Courses site. You and your

partners will share the same grade for this assignment. (25 points, **Due March 18** with the finished unit plan.)

Assignment 4: Social Studies Lesson Plan: *Individually*, you will create a social studies lesson plan for your unit. The lesson plan must work well with your partners' plans. (25 points, **Due March 18** with the finished unit plan.)

1. Internet Sites for Social Studies (20 points)

Due February 16

The internet provides teachers and their students with vastly increased access to information – yet issues of quality and usefulness must be considered. For this assignment, you will explore and evaluate ten education sites on the World Wide Web that would be valuable to middle school social studies teachers who are engaged in your unit plan. You need to coordinate with your unit plan colleagues so that you each choose completely different websies, yet all will relate to the unit. For each site, spend some time exploring the pages and links presented, and then respond (1-2 paragraphs per site) to the following prompt:

Describe what you find at the site, the strengths of the site as a resource for middle school social studies teachers and/or students, and if/how you think the site could be improved. Give an example of something from the site that you would definitely use if you were a social studies teacher.

Here are three professional websites that will give you a start on the assignment:

California Council for the Social Studies <http://www.ccss.org/>

S.C.O.R.E. – History Social Science Resources <http://score.rims.k12.ca.us/>

National Council for the Social Studies <http://www.ncss.org/>

2. Literature Connection (20 points)

Due February 25

A wealth of children's literature exists that strongly supports the state standards for teaching social studies. For this assignment you will select *one book* appropriate for the interdisciplinary unit you are developing. You will then dramatically present your book and explain how it can be used to advance children's thinking about key social studies concepts. You will create a handout for your colleagues and design a lesson plan that incorporates your book. You need to coordinate with your unit plan colleagues so that you each choose a different book, yet all will relate to the unit.

Individually, you will select a single (fiction or nonfiction) book that addresses the themes and history/social science standards related to your unit. It can be literature that you read to students or that students read by themselves.

When introducing a unit you should think about ways to invite your students into the topic. Many times, a book is a good way to do that. You may want to consult the SCORE website, NCSS Notable Children's Tradebooks (www.socialstudies.org), or your school librarian for suggestions. This assignment includes (a) a "dramatic" presentation with your unit plan teammates, (b) a written summary that demonstrates how you will incorporate the book into your instruction.

On February 25, be ready with:

a. A 15-minute presentation by your unit plan group "selling" us on why your books are great to use with students. Coordinate the presentation, and provide specific information about each book. Be sure to consider the following when organizing your presentation:

- Identify key themes and select one or two for each book to focus on during your presentation.

- You will want to tell enough about the event or character to involve your audience but leave them curious to read the book themselves.
- Clearly connect the themes you discuss to social studies content and your unit standards.
- Include audience involvement and creative elements (visual aids, dress-up, edibles) to capture everyone's attention. Remember--active learning is best.
- Although you may choose to write out the basics of your presentation, do not read it. Make eye contact with your audience, and change your vocal inflections. If it fits the book, ham it up.

b. A written summary of key information about your book. This will be submitted and published on Cougar Courses before your presentation. Use the following format. The goal is for everyone to come away with lots of ideas for ways to use social studies literature with students. See sample on Harriet Tubman on Cougar Courses site.

Book Title
 Author / Publisher / ISBN# / Date of publication
 History-Social Science Standard(s) this book supports
 Appropriate grade level
 Identify fiction or non-fiction
 Big Idea / Key Questions
 Full paragraph summarizing book
 Brief descriptions of related teaching ideas

3. Service Learning Strand (25 points)

Due March 18

Collectively, you and your partners will create a service learning strand for the unit plan. This strand will include four components: Preparation, Service, Reflection, and Celebration. Details of these components are in Fertman, White and White ("Elements of Service Learning") on the Cougar Courses site. You and your partners will share the same grade for this assignment.

4. Social Studies Lesson Plan (25 points)

Due March 18

Individually, you will create a social studies lesson plan for your unit. Use the template provided for you. The lesson plan must work well with your partners' plans.

5. Professionalism; Self-assessment (10 points) Ongoing; Self-assessment due March 18

Professional demeanor is expected of all students in the Middle Level Program. Professional demeanor includes but is not limited to the following:

- On-time arrival to all class sessions.
- Advance preparation of readings and timely submission of assignments.
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class), without succumbing to non-academic distractions (electronics, personal business, etc.).
- Carefully considered, culturally aware approaches to solution-finding.

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by March 18. I will consider your self-assessment when assigning points for this assignment. Answer the questions below and illustrate with examples from your participation in class.

Students will engage in active learning each class session, and will be expected to actively participate.

- How do you participate in class discussions productively, sharing your knowledge and understandings?
- How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- How do you contribute appropriately to group work—do you “do your share”?
- How do you demonstrate that you are able to accept others’ opinions?
- How do you demonstrate that you are supportive of others’ ideas?
- How do you support your peers during their presentations?
- How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
- How do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

Grading Standards

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Late assignments will be penalized by a 10% deduction in points for each weekday late. After one week, late assignments will be given a zero.

A	93-100 points	B+	88-89 points	B-	80-82 points	C	73-77 points
A-	90-92 points	B	83-87 points	C+	78-79 points	C-	70-72 points

All University Writing Requirement

Every course at the university must fulfill the university’s writing requirement of at least 2,500 words. In this course, this is accomplished through the following written assignments: Service Learning Plan (in the unit of study), Literature Connection, Lesson Plan (in the unit of study).

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the

class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Schedule as of 1/19/11
Schedule is subject to change at the discretion of the instructor

<u>Date</u>	<u>Topic</u>	<u>Reading/Preparation for Class</u>	<u>Assignment</u>
Jan 25 AM	What is Social Studies?	Access the syllabus on the COE website CA History-Social Science Framework Bring your History-Social Science Framework (access online)	
Jan 28 PM	Internet resources Units of study: Themes	Be ready to work with your unit group	
Feb 2 AM	Unit planning: Elements	Unit planning materials posted/linked on the Cougar Courses site	
Feb 2 PM Online session	Content selection	Begin Cougar Courses assignment on Feb. 1.	All components of the Cougar Courses discussion must be completed by 11:55 PM on Sunday, Feb. 6 to get credit for class attendance on Feb. 2.
Feb 8 PM	Service Learning: Elements	Service Learning materials posted/linked on the Cougar Courses site	
Feb 9 AM	Service Learning: Reflection Modeling Democracy in Social Studies Classrooms	Reflection in Service Learning materials posted/linked on the Cougar Courses site	
Feb 16 PM	Internet Resources: Presentations		Internet resources DUE in class and on Cougar Courses
Feb 23 PM Online session	Unit Planning Workshop	Begin Cougar Courses assignment on Feb 21	All components of the Cougar Courses discussion must be completed by 11:55 PM on Sunday, Feb. 27 to get credit for class attendance on Feb. 23.
Feb 25 AM With Laurie Stowell	Integrating Literature and Social Studies	Bring your immigration book, read and ready to discuss	

Feb 25 PM	Literature Connection Presentations		Literature Connection DUE in class and in Cougar Courses
Mar 1 PM	Homework Part 1	Vatterott materials posted/linked on Cougar Courses	All components of the Cougar Courses discussion must be completed by 11:59 PM on Sunday, Feb. 21 to get credit for class attendance on Feb. 22.
Mar 2 PM Online session	Homework Part 1	Vatterott (Cougar Courses) Begin Cougar Courses assignment on Mar 1.	All components of the Cougar Courses discussion must be completed by 11:59 PM on Sunday, Mar 6 to get credit for class attendance on Mar 2.
Mar 8 PM	Primary Sources	Primary Sources materials posted/linked on Cougar Courses	
Mar 9 AM	Unit & Service Learning workshop	Bring a rough draft of everything in process for your unit, especially the Service Learning Strand	
Mar 14 AM	Unit presentations		Unit plans DUE on hard copy in class (includes hard copy of Service Learning Strand and Social Studies Lesson). Post your Service Learning Strand to Cougar Courses. Post your Social Studies lesson to Cougar Courses.
Mar 14 11:55 PM			Participation Self-assessment DUE on Cougar Courses